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ABSTRACT

This handbook of promising practices in Oregon career and vocational education contains descriptions of 46 practices in the areas of career awareness, career exploration, career preparation, and career specialization. Practices are reported according to the following format: topic, intended users, purpose, available products, resources needed, and source. Discussed in the section on career awareness are practices relating to career awareness curriculum kits, guidelines for integrating career and consumer education with reading programs, parent and community resources to develop elementary school programs, and infusing career education into the school curriculum. Integrating career education into junior high school curriculums, career information delivery systems, programs for the deaf, rural cooperative programs serving academically disadvantaged students, and computer-assisted career explorations are covered. Topics examined next include building reading and mathematics skills; implementing mainstreaming and cooperative work experience programs for the handicapped; exploring careers in music, business, and agriculture; evaluating secondary programs; developing job search and placement programs; and eliminating sex stereotyping and increasing non-traditional enrollments. Special support services and programs at the community college level for academically disadvantaged and handicapped students are described. (Earlier editions of the handbook are available separately through ERIC--see note.) (MN)

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PROMISING PRACTICES IN OREGON
CAREER AND VOCATIONAL EDUCATION

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Warren N. Suzuki — Project Co-Director

Vocational Technical Education Division
School of Education
Oregon State University

in cooperation with

Department of Education
State of Oregon

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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This handbook was developed pursuant to a grant from the Oregon State Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Oregon State Department of Education, and no official endorsement should be inferred. This handbook is in its fourth printing, and is subject to revision.

1981

PREFACE

A large number of vocational and career education products and processes developed in Oregon have been of benefit to originating institutions and agencies. Until 1975, means had not been readily available for the review and assessment of these innovations. In that year a system for the identification of funded projects was developed and implemented. The model was developed by the Vocational-Technical Education Division of Oregon State University under contract with the Oregon Department of Education.

This model contained a methodology for reviewing innovations developed during the conduct of vocational research and exemplary projects funded under the auspices of Parts C and D of Public Law 90-576 and Subpart 3 of the Vocational Amendments of 1976 (Public Law 94-482). Seventy-two projects were reviewed using this model. A handbook titled "Promising Practices in Oregon Career and Vocational Education" was developed and disseminated in 1976.

The handbook was updated in 1977 and 1979. The review model was also updated to identify innovations that had been developed: a) with funds earmarked for the disadvantaged and handicapped, b) with basic grant funds, and c) without financial support from external sources.

The 1981 handbook has been completely revised using a modified selection criteria. Practices reported in the 1976, 1977, and 1979 editions have been revised or deleted. Twenty additional projects were reviewed and, where appropriate, included in the 1981 edition.

ACKNOWLEDGMENTS

This document is the result of the generous and professional efforts of many persons. The contributions of numerous agencies which creatively developed Promising Practices are gratefully acknowledged. Without them, this handbook would not be a reality.

A steering committee guided and validated the work accomplished during this project. The members of the committee were:

Wayne Johnson, Career Education Coordinator
Linn Benton County Education Service District

Jim Jacobs, Director
D/H Vocational Education Staff Development Project

Nancy Hargis, Director
Oregon Occupational Information Coordinating Council

Tom Williams, Career Education
Oregon Department of Education

John Barton, Evaluation Specialist
Oregon Department of Education

Eugene Vinarskai, Education Program Supervisor
Oregon Department of Education

Larry J. Kenneke, Project Director

Warren N. Suzuki, Project Co-Director

Syndee Brinkman, Graduate Research Assistant

INTRODUCTION

Organization of Handbook

Promising practices reported herein are grouped under the following section headings:

Career awareness
Career exploration
Career preparation
Career specialization

A promising practice is described in the first section appropriate for it. It is then cross-referenced at the end of each subsequent section that is relevant to it. For example, a practice that concerns both career awareness and career exploration in the middle school will appear in the career awareness section. At the end of the career exploration section, reference will be made to the location of the practice in the awareness section. A glossary and index appear at the end of the handbook.

How Were Practices Selected?

Information needed for selecting practices was gathered from existing documentation as well as through on-site interviews. Potential practices were validated by the project steering committee. Each practice was subjected to the following general criteria:

1. The practice addresses a significant problem in career education.
2. The practice is effective in its environment.
3. The practice is transportable (i.e., it can be adapted and communicated).

Your Adoption of a Promising Practice

Although a promising practice is effective in the agency in which it was developed and would most likely be transportable to other agencies, it is strongly suggested that the practice is rigorously scrutinized for use in your agency. Such scrutiny should assure you of its potential effectiveness in your environment. This becomes more critical if the promising practice is modified for your setting.

Acquiring Information about Promising Practices

The individual whom you should contact to acquire further information on a promising practice is noted in each entry. Some agencies and organizations which developed promising practices have materials available

for distribution; others do not. In most cases, the description of a promising practice states if materials are available from the agency or organization which developed the practice.

However, the individual listed as contact for further information may not be the same one you would contact for materials. Please check the instructions for securing materials carefully before making the contact. Where no directions for acquisition are shown, materials are not available for general distribution.

If materials are not available from the developing agency or organization, then check in the Oregon Department of Education's Resource Center Catalog and its update. Your district resource center may have a copy of the Catalog. If not available, contact your Regional Coordinator of Career Education. If all of the above means are unfruitful, then contact:

RESOURCE CENTER
Oregon Department of Education
700 Pringle Parkway
Salem, Oregon 97310

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SECTION A
CAREER AWARENESS

PROMISING PRACTICE Career awareness/exploration curriculum kits

* **topic** — Curriculum development

* **users** — Teachers, students (grades K-8)

* **purpose** — Articulate career awareness/exploration goals

* **products** — Two curriculum kits - K-3 and 4-8. Each is a five-volume, loose-leaf notebook set which presents a goal based career education curriculum. All program goals are supported by a set of course goals that divide the goal into learning objectives. Each course goal is described by three performance indicators which are supported by three classroom activities. The activities are identified by grade level and subject matter. The kits were field tested in Oregon elementary/middle schools.

  An adaptation of these kits has occurred at the Tangent elementary school and in the Cascade School District. The kits were modified and integrated into already existing programs.

* **resources needed** — Planning time for teachers

* **source**

For information contact

Tom Williams, Specialist
Career Education Coordination
Oregon Department
of Education
700 Pringle Parkway
Salem, OR 97310

Handbooks available from

Resource Center
Oregon Department
of Education
700 Pringle Parkway
Salem, OR 97310

PROMISING PRACTICE Consortium for career awareness/exploration

*** topic**

Curriculum development

*** users**

Teachers, students, counselors (grades K-7)

*** purpose**

Implement articulated career awareness/exploration programs in six elementary schools and one junior high school

*** products**

A consortium of schools examined the two career awareness/exploration curriculum kits. Teachers from Aumsville, Turner, Marion, Cloverdale, West Stayton, North Santiam elementary schools, and Cascade junior high school adapted these kits to meet local needs. These kits were converted into a three-volume set: K-3, 4-6, and 7-8. Activities were color-coded and organized by grade level. In addition, a revised cross-reference checklist was developed for the 7-8 kit.

Another adaptation of the two career awareness/exploration kits has occurred at the Tangent elementary school. The K-3 and 4-8 kits were integrated into the existing curriculum.

*** resources needed**

Planning time for teachers, in-service instructors

*** source**

For information contact	Curriculum kits available from
Clifford Tyler Aumsville School District P. O. Box 199 Aumsville, OR 97325	Resource Center Oregon Department of Education 700 Pringle Parkway Salem, OR 97310

PROMISING PRACTICE Guidelines for integrating career and consumer education with basic reading programs

*** topic** Career/consumer education and reading

*** users** Elementary teachers, students

*** purpose** Create career and consumer awareness through basal readers

*** products** Curriculum planning guide - A Primary Teacher's Guide for Integrating Career and Consumer Education and Reading Course Goals.

Three teacher's guides - Each guide references stories in three basal reader series: Houghton-Mifflin, Ginn 360, and Holt Basic Reading. All guides were classroom tested.

An adaptation of this practice has been implemented at Price elementary school in Albany.

*** resources needed** Planning time for teachers, basal reader

*** source**

For information contact

Dr. Ralph Hodges
Reading Coordinator
Area III
1221 S. E. Madison
Portland, OR 97214

Guides available from

Resource Center
Oregon Department
of Education
700 Pringle Parkway
Salem, OR 97310

PROMISING PRACTICE

Using parent and community resources to develop elementary school programs

* **topic** — Curriculum development

* **users** — Elementary school personnel, parents, students, and community

* **purpose** — Apply community school concept to the structure of the traditional school

* **products** — Handbook - Our Community Belongs to Us, But We Share. The handbook consists of an administrator's orientation booklet and tape, teacher's implementation guide, a set of 44 interdisciplinary classroom activities, samples of resource tools, a listing of available free or inexpensive resource material within the state, and a brochure and sampler for advertising purposes. The handbook was field tested in fourteen locations.

* **resources needed** — Parents, teachers, and other members of the community

* **source** — For information contact

Resource Center
Oregon Department of Education
700 Pringle Parkway
Salem, OR 97310

PROMISING PRACTICE Mobile elementary work centers

topic Career awareness

*** users** Elementary teachers, students

*** purpose** Promote career awareness through manipulative activities

*** products** Plans for construction of a mobile work center.

Idea book - The book contains student activities that utilize the work center, e.g. mass production through assembly lines. Other related career awareness activities are also included. The activities have been classroom tested.

*** resources needed** Personnel to build or money to purchase work center, tools for work center

*** source**

For information contact	Materials available from
Tom Williams Oregon Department of Education 700 Pringle Parkway Salem, OR 97310	Resource Center Oregon Department of Education 700 Pringle Parkway Salem, OR 97310

PROMISING PRACTICE

Career education/guidance standards implementation model

*** topic**

Staff and curriculum development

*** users**

Teachers, counselors, administrators (grades K-12)

*** purpose**

Develop teacher skills for implementation of career education/guidance standards

*** products**

Materials were developed to assist teachers and schools to implement three Oregon school standards: OAR 581-22-405 Career Education Plan, OAR 581-22-316 Career Development Credit, and OAR 581-22-702 Career Guidance. Available products include: a management model, career development model, and career guidance (advisor-advisee) model. Materials have been field tested.

Materials available from:

Resource Center
Oregon Department of Education
700 Pringle Parkway
Salem, OR 97310

Contact: Career Education Coordination Specialist

*** resources needed**

Special curriculum materials, in-service consultants, staff training time, planning time

*** source**

For information contact

Sam Pamburn
Regional Coordinator
Umatilla ESD
P. O. Box 38
Pendleton, OR 97801

Sam Banner
Regional Coordinator
Malheur ESD
P. O. Box 156
Vale, OR 97918

PROMISING PRACTICE Strategy for infusing career education into the school curriculum

* **topic** — Staff development, curriculum

* **users** — Teachers (grades K-12)

* **purpose** — To integrate career education into the entire curriculum

* **products** — Curriculum kits and matrices - Teachers from Medford condensed the State-developed career awareness/ exploration kits into one volume. They placed appropriate grade level activities into a notebook. A matrix of student outcomes and performance indicators was developed to illustrate at what grade level and in what courses each activity should occur. Both a notebook and matrix are currently available for the following: K-3, 4-6, 7-8, 9-10, and 11-12. Products have been classroom tested.

* **resources needed** — Released time for teachers, curriculum kits, and a career education matrix

* **source** — For information and materials contact

Career Education Coordinator
Medford School District 549C
500 Monroe Street
Medford, OR 97501

SECTION E
CAREER EXPLORATION

PROMISING PRACTICE A means for integrating career education into the junior high school curriculum

*** topic**

Curriculum development

*** users**

Teachers, counselors, students (grades 7, 8, 9)

*** purpose**

Implement an interdisciplinary career exploration program in the junior high school

*** products**

Matrix - The Matrix is a planning document which serves as a visual record of progress toward attainment of selected goals. Goals and objectives are referenced to courses being offered. As teachers and counselors develop materials for specific objectives, progress is recorded on the matrix.

Implementation Guide - The guide contains a summary of the process used to change career exploration from a semester unit experience to a completely integrated program. The guide outlines the staff development process and includes samples of teacher-developed materials.

*** resources needed**

Planning time for teachers

*** source**

For information contact

Director of Career Education
Oregon City School District
1417 12th Street
Oregon City, OR 97045

Matrix/guide available from

Resource Center
Oregon Department of Education
700 Pringle Parkway
Salem, OR 97310

PROMISING PRACTICE Delivery system for career information

*** topic**

Career guidance

*** users**

Teachers, counselors, students (grades 7 to adult)

*** purpose**

Provide localized, updated career and educational information to students

*** products**

User's handbook for computer terminal

User's guide for needle sort

Reference books

All documents have been tested throughout Oregon

*** resources needed**

CIS consultants, access to computer terminals, and user's guides and handbooks

*** source**

For information contact

Bruce McKinlay
Career Information System
247 Hendricks Hall
University of Oregon
Eugene, OR 97407

PROMISING PRACTICE Regional program for the deaf

*** topic**

Special education

*** users**

Teachers, deaf students (grades 7-12)

*** purpose**

Provide support and interpreting services for deaf students in regular career and vocational classes

*** products**

Instructional materials - These materials enhance learning experiences for deaf students. Special work training units are available for multi-handicapped deaf students. Materials describe the major cooperative work experience and career exploration components.

Slide-tape - This set describes how the regional program uses the services of CETA, IPAR, and VRD. It also shows how the program serves the needs of deaf students.

*** resources needed**

Aides/interpreters, career coordinator, special instructional materials work coordinator, and career exploration trainers

*** source**

For information contact

Frank M. Jackson, Career Education Coordinator
or
Jerry C. Bennette, Work Experience Coordinator
Regional Program for the Deaf
7910 SE Market Street
Portland, OR 97215

PROMISING PRACTICE Special mobile instruction for precluster skills

*** topic**

Special supportive instruction

*** users**

Teachers, EMR students (grades 7-12)

*** purpose**

Provide vocational assessment and special mobile instruction in precluster skills for EMR students

*** products**

Handbook - The handbook contains recipe lists on precluster skill development. These include descriptions of the equipment, materials, and procedures required to provide special mobile instruction. Job sheets are also available.

*** resources needed**

Special supportive instructional staff, special portable equipment

*** source**

For information contact	Handbook available from
Dick Michaels or Jack Mudd Owen Sabin Occupational Skill Center 14211 S. E. Johnson Road Milwaukie, OR 97222	Resource Center Oregon Department of Education 700 Pringle Parkway Salem, OR 97310

PROMISING PRACTICE Computer assisted career decision-making

*** topic**

Career guidance

*** users**

Students, teachers, counselors (grades 9-14)

*** purpose**

Help students conduct a self-inventory which indicates aptitudes and interests

*** products**

Search guides - Search (Systems Exploration and Research for Career Help) is a series of ten guides that help students explore occupations which are grouped according to worker's traits. The Search guides are used in conjunction with, and in addition to, GATB and ICL printouts. The state employment division will provide technical assistance to potential users.

Self help manual - The manual gives students the information needed to access data in the computer system. All materials have been classroom tested.

*** resources needed**

Computer hardware and software

*** source**

For information contact

Dr. Alvin Pfahl
Marian Hall
Marylhurst Campus
Marylhurst, OR 97036

For reproducible masters of the search guides contact

Paul Kerr
Employment Division
875 Union Street NE
Salem, OR 97311

PROMISING PRACTICE Infusing career education into language arts and science

*** topic** Curriculum development

*** users** Teachers, students (grades 9-12)

*** purpose** Promote career exploration through the language arts and science programs

*** products** Curriculum kits - Career Awareness Exploration Kits. These documents contain sample activities that secondary language arts/science teachers can use to infuse career education concepts into their disciplines. A cadre of teachers is available to help with implementation.

*** resources needed** Teacher planning time, cadre members

*** source**

For information contact

Raymond Thiess
or
Frank Mazzio
Oregon Department of Education
700 Pringle Parkway
Salem, OR 97310

Kits available from

Resource Center
Oregon Department of of Education
700 Pringle Parkway
Salem, OR 97310

PROMISING PRACTICE Rural cooperative to serve academically disadvantaged students

*** topic**

Special instruction/administration

*** users**

Teachers, academically disadvantaged vocational students (grades 7-12)

*** purpose**

Provide special instruction for academically disadvantaged students

*** products**

Project diary - This document describes problems likely to be encountered when resources are pooled to serve the rural disadvantaged. Solutions to these problems are also included.

Resource lists - These lists describe special instructional materials needed by teachers to serve disadvantaged youth.

Contracts - Examples of contracts signed by administrators, students, teachers, and parents are available.

*** resources needed**

Cooperative coordinator, resource room

*** source**

For information contact

Sam Banner, Regional Coordinator
Malheur ESD
or
Suzanne Uchida, Project Coordinator
Malheur ESD, P. O. Box 156
Vale, OR 97918

PROMISING PRACTICE

Exploring careers through an occupational cruise

* **topic** — Curriculum development

* **users** — Teachers, students (grade 9)

* **purpose** — Provide opportunities for students to explore careers by rotating through ten different learning experiences

* **products** — Teacher's handbook - Exploring Careers through an Occupational Cruise. The handbook contains planned course statements for each of ten exploratory courses.

  The statements include: course title, course overview, course goals to be achieved and, where appropriate, minimum survival competencies. Wherever possible, cluster teachers have been involved in the development and instruction of cruises. The occupational cruises have been field tested and meet competency checks for career education.

* **resources needed** — Planning time for teachers

* **source**

For information contact

Ralph Aldrich
Principal
Cascade Junior High School
10226 Marion Road SE
Turner, OR 97392

Handbook available from

Resource Center
Oregon Department
of Education
700 Pringle Parkway
Salem, OR 97310

See Also

Page

Career awareness/exploration curriculum kits..... A1

Consortium for career awareness/exploration..... A2

Strategy for infusing career education into the school curriculum.. A7

SECTION P
CAREER PREPARATION

PROMISING PRACTICE Instructor and aide build reading and mathematics skills

* **topic**	Basic skills/vocational education
* **users**	Teachers, aide, disadvantaged/handicapped students (secondary)
* **purpose**	Provide remedial instruction to disadvantaged/ handicapped students in the mechanics/metals cluster
* **products**	There are job sheets that help students build basic skills. Time cards and work orders are also available.
* **resources needed**	Classroom aide, special instructional materials
* **source**	For information contact

John Wahl
Port Orford-Langlois School District 2 CJ
Pacific High School
P. O. Box 276 - Highway 101 South
Langlois, OR 97450

PROMISING PRACTICE

Exploring music related careers through video taped interviews

*** topic**

Career guidance/exploration

*** users**

Students, music teachers (grades 7-12)

*** purpose**

Provide students with information on 16 music-related careers

*** products**

Sixteen video tapes - Taped interviews explore such careers as: music store proprietor, sound technician, opera singer, vocal and instrumental elementary, secondary, and college music teachers, as well as instrument repair, radio station program director, disc jockey, choreographer, organist, conductor and composer, and arranger. In addition, the Portland State University music management program, jazz composer/performer, agent are included.

In addition to strategies for using the tapes, suggested activities are included. All materials have been classroom tested.

*** resources needed**

Video playback equipment

*** source**

For information contact

Portland Public School District
Television Services
Jefferson High School
5210 North Kirby Avenue
Portland, OR 97217

Materials available from

Resource Center
Oregon Department of Education
700 Pringle Parkway
Salem, OR 97310

PROMISING PRACTICE

Reading and job skills development through vocational secondary programs

*** topic**

Reading/vocational education

*** users**

Vocational instructors, students (secondary)

*** purpose**

Develop student reading and job skills in vocational secondary programs

*** products**

Teacher handbook - A Methodology for Reading Skill Improvement in Vocational Secondary Programs. The handbook is designed to help: a) identify basic cluster reading skill requisites, b) assess entering student reading levels, c) correct reading deficiencies, d) raise performance levels, and e) assess student reading performance. It is a how-to-do-it guide complete with examples ready for classroom use. The handbook was field tested at North and Sprague high schools in Salem.

*** resources needed**

Planning time for vocational teachers and a reading specialist

*** source**

For information contact

Wanda Martin
Career & Vocational Coordinator
Salem Public Schools
Salem, OR 97309

Handbook available from

Resource Center
Oregon Department of Education
700 Pringle Parkway
Salem, OR 97310

PROMISING PRACTICE Evaluation system for approved vocational secondary programs

*** topic**

Program evaluation

*** users**

Vocational administrators (secondary)

*** purpose**

Collect, analyze, and review program data

*** products**

Procedural handbook - Oregon Vocational Secondary Program Evaluation. The manual addresses planning, data collection and analysis, and program review. It includes directions and instrumentation needed to conduct a systematic vocational secondary program evaluation. The handbook was field tested in the Centennial, Albany, and Philomath school districts.

*** resources needed**

Evaluation coordinator, released time for vocational teachers

*** source**

For information contact

Alton Doan
Curriculum Coordinator
Centennial School District
18135 S.E. Brooklyn
Portland, OR 97236

Handbook available from

Resource Center
Oregon Department of
of Education
700 Pringle Parkway
Salem, OR 97310

PROMISING PRACTICE

Cooperative work experience for handicapped students

*** topic**

Cooperative work experience

*** users**

Teachers, employers, EMR students

*** purpose**

Provide EMR students with on-the-job experience

*** products**

Resource card catalogue - The catalogue contains current listings of contact people in various agencies.

Support package - The package contains prevocational tests, games, and instructional materials similar to those used in the regular diversified occupations program.

*** resources needed**

Special work experience coordinator, special materials

*** source**

For information contact

Dr. Harold Sergeant, Career Education Director
or
Rosemary Griffeth, Project Coordinator
Lake Oswego School District 7
2455 S. W. Country Club Road
Lake Oswego, OR 97034

PROMISING PRACTICE Interdisciplinary program for educationally disadvantaged students

*** topic**

Basic skills/vocational curriculum

*** users**

Teachers, students (secondary)

*** purpose**

Help educationally disadvantaged students achieve basic skills through an interdisciplinary program

*** products**

Job sheets - A job sheet prescribes a unit of work (e.g. a task) to be completed by the individual student. It is a "bite size" amount of curriculum that a student can complete in an hour. Written for both vocational and basic education courses, the job sheets are sequenced into competencies. Job sheets are available in:

Auto Mechanics - English, Reading, Mathematics, Social Studies
Office Occupations - Mathematics
Refrigeration - Reading, Mathematics
Sheet Metal - Mathematics
Health Education - Science

These materials have been classroom tested and are available from the district for a nominal fee.

*** resources needed**

Job sheets, planning time for teachers

*** source**

For information contact

George Nordling
Vocational Village
5040 Southeast Milwaudie Avenue
Portland, OR 97202

PROMISING PRACTICE

Diagnostic/prescriptive techniques for disadvantaged/handicapped students in the business cluster

*** topic**

Student assessment/prescription

*** users**

Business cluster teachers, disadvantaged/handicapped students

*** purpose**

Reduction in the number of disadvantaged/handicapped students who drop out of and/or fail the business cluster

*** products**

The materials available include:

- -Student assessment documents
- -Unit pre-post tests
- -Study guides
- -Spelling word lists

*** resources needed**

Vocational aide, resource room, assessment/prescription documents

*** source**

For information contact

George Lanning, Principal
Amity High School
Amity, OR 97101

PROMISING PRACTICE Specialized assistance for disadvantaged students

* **topic** — Individualized instruction

* **users** — Teachers, academically disadvantaged students

* **purpose** — Provide extra help for academically disadvantaged students enrolled in vocational classes

* **products** — Language mastery cards - These cards were developed to help students with technical vocabulary.

  Audio tapes - The tapes were designed to help those students who have low reading abilities.

* **resources needed** — Resource room, resource room aide, learning disabilities instructor

* **source** — For information contact

  John Marsh, Project Director
  Sunset High School
  Portland, OR 97229
  or
  Bev Gladder, Project Director
  Aloha High School
  Beaverton, OR 97005

PROMISING PRACTICE Mainstreaming handicapped students into the (CE)2 curriculum

*** topic** Mainstreaming

*** users** Teachers, students (grades 10, 11, 12)

*** purpose** To increase the socialization of handicapped students

*** products** Modified individualized education plan (IEP) - A standard IEP was adapted to fit (CE)2 needs. The purpose of this form is to provide staff with an outline of material to be covered during development of an individualized education program. Specific items cover procedure and content for initiating, changing, or terminating education services. Copies of the IEP are available through the Jackson County (CE)2 program office.

The (CE)2 is an Experienced-Based Career Education program where the primary process is placing students within the community for 50 percent of their schooling. This program was pilot tested in Tigard, Oregon before being replicated in Jackson County.

*** resources needed** Learning manager, community learning sites

*** source** For information contact

Dr. Vincent A. Gallo
Project Director (CE)2
Jackson County Education Service District
Medford, OR 97501

PROMISING PRACTICE Vocational assessment and placement system for mentally retarded students

*** topic** Mainstreaming

*** users** Teachers, parents, employers, students (secondary)

*** purpose** To mainstream EMR students in regular vocational programs

*** products** Handbook - The handbook describes the process and procedures to follow when using the assessment and placement system. Materials describe how to develop an individual vocational education plan for each student. The assessment process is also described in detail. Other materials describe how to mainstream EMR students, provide special assistance, reinforce job and related skills, place students on the job, and conduct follow-up activities.

*** resources needed** Special needs coordinator, assessment materials

*** source**

For information contact

Zena Lasswell
Vocational Education Coordinator
Corvallis Public Schools
1555 S. W. 35th Street
Corvallis, OR 97330

Handbook available from

Resource Center
Oregon Department of Education
700 Pringle Parkway
Salem, OR 97310

PROMISING PRACTICE

Small school work experience program aids disadvantaged/handicapped students

*** topic**

Special education/work experience

*** users**

Teachers, disadvantaged/handicapped students (secondary)

*** purpose**

To provide special needs students with an opportunity to receive vocational instruction as well as work experience

*** products**

Special materials for learning and applying math to vocational instruction were developed. These materials include exercises using examples and equipment from the student's vocational program. Special materials were developed to assist students in preparing a resume and in completing job applications. Prevocational living skill and job related survival skills learning packages were developed to increase probability for success on the job.

*** resources needed**

Special staff, aides, work sites, community college, special materials

*** source**

For information contact

Lynn Spencer, Vocational Director
Scappoose High School
P. O. Box 490
Scappoose, Oregon 97056

PROMISING PRACTICE

Instructional materials/equipment sharing consortium

*** topic**

Special education

*** users**

Teachers, disadvantaged/handicapped students (secondary)

*** purpose**

Provide special assistance to disadvantaged/handicapped students through an instructional materials/equipment sharing consortium of local school districts

*** products**

There are special management materials available. They include:

- Inter-agency agreements
- Inservice materials
- Scheduling criteria
- Student identification instruments
- Accountability documents
- Planning sheets
- Evaluation instruments
- Individual Vocational Education Plans

*** resources needed**

Consortium coordinator, transportation, special materials/equipment

*** source**

For information contact

Sam Pamburn
Regional Coordinator
Umatilla ESD
404 SE Dorion, Box 38
Pendleton, OR 97801

or

Sam Banner
Regional Coordinator
Malheur ESD
P. O. Box 156
Vale, OR 97918

PROMISING PRACTICE EMR integration in the regular vocational program

*** topic** Mainstreaming

*** users** Teachers, EMR and other handicapped students (secondary)

*** purpose** Provide support instruction for EMR students in the regular vocational program

*** products** There are three basic types of materials available. They include:

- -Vocational assessment instruments
- -Prevocational instructional materials
- -Slide-tape set that describes the program

*** resources needed** Vocational teacher-technician, student aides

*** source** For information contact

Dick Metzler
Special Education Director
Springfield School District
525 Mill Street
Springfield, OR

PROMISING PRACTICE

Individualized program for disadvantaged and handicapped students

* **topic** — Special education

* **users** — Teachers, students (business and mechanics clusters)

* **purpose** — To reduce the dropout and failure rate of disadvantaged and handicapped students

* **products** — Job sheets - These sheets address most cluster skills. They are part of an individualized, competency-based program.

* **resources needed** — Cluster aide, special instructional materials

* **source** — For information contact

Harold Wornath, Vocational Director
North Bend High School
14th and Pacific
North Bend, OR 97459

PROMISING PRACTICE Job search and placement program

*** topic**

Career guidance, placement

*** users**

Teachers, counselors, students (secondary and community college)

*** purpose**

Provide articulated career guidance and placement services to high school and community college students

*** products**

Adopter's guide -This guide, Job Search/Vocational Placement, provides information on organizing and managing a comprehenisve job search/vocational placement system for secondary schools and community colleges. It describes basic assumptions upon which to build a successful program. A step-by-step process is described for the person(s) interested in starting such a program. The loose leaf notebook contains sample forms, instruments, and brochures. The system has been field tested.

*** resources needed**

Personnel to carry out program

*** source**

For information contact

W. A. Rumbaugh
Sandy Union High School
Sandy, OR 97055

Guide available from

Resource Center
Oregon Department
of Education
700 Pringle Parkway
Salem, OR 97310

PROMISING PRACTICE Open lab for business education in small schools

*** topic** Curriculum/instruction

*** users** Business education teachers, students (secondary)

*** purpose** To provide a flexible, individualized learning experience in business education

*** products** Teacher's guide - The guide describes the open lab concept for business education. It contains procedures, instructional materials, and instruments to be used in the open lab. This concept is an adaptation of prior open labs developed at Dufur and North Bend High Schools. The guide was field tested in Alsea.

*** resources needed** Open lab special materials; a visit is highly recommended

*** source**

For information contact

Edward Humble
Superintendent/Principal
Alsea High School
Alsea, OR 97324

Guide available from

Resource Center
Oregon Department
of Education
700 Pringle Parkway
Salem, OR 97310

PROMISING PRACTICE Curriculum guides, vocational agriculture I through IV

* **topic** — Curriculum development

* **users** — Teachers (secondary)

* **purpose** — To provide vocational agriculture teachers with a complete curriculum guide

* **products** — Curriculum guides - There is a two-volume set of agricultural curriculum guides to be used in grades 9 and 10. Ag I will be available after August, 1981 and Ag II in August, 1982. Ag I has been field tested and is undergoing refinement for final printing. Ag II is in the process of being field tested and Ag III is currently being developed in draft form so that it can be field tested during academic year 1981-82. An Ag IV guide is in the planning stages.

* **resources needed** — Released time for teachers to attend in-service workshop and to plan for instruction

* **source** — For information contact

Lee Cole
Agricultural Education
Vocational-Technical Education
Oregon State University
Corvallis, OR 97331

PROMISING PRACTICE Computer assisted office simulation

* **topic** — Computer assisted instruction

* **users** — Teachers, students in the accounting and business machine cluster (grades 11, 12)

* **purpose** — To train personnel for entry-level positions in accounting and office clerical occupations through an office simulation

* **products** — Operator's manual - A procedural manual titled Monkey Business describes how to conduct this office simulation. Developed by the teacher and his students, the manual lists daily job responsibilities for each person in the simulation. It also contains possible solutions to common problems encountered during a typical work day. Sample office forms are found throughout the manual.

  Programs for use with the TRS-80 computer nave been developed by the teacher. Both the manual and computer programs are available from the district for a nominal charge.

* **resources needed** — Operator's manual, office business machines, and micro-computers

* **source** — For information contact

  Chuck Thompson
  Accounting and Business Machines
  Cluster Teacher
  Sweet Home High School
  Sweet Home, OR 97386

PROMISING PRACTICE Health careers exploration activities

* **topic** — Career guidance

* **users** — Students and health teachers (grade 10)

* **purpose** — Provide students with awareness of health-related occupations and implication to the field

* **products** — Source book of activities - Health Careers Exploration II. The book is divided into activities designed to build self-concept, to explore health careers, and to develop decision-making skills. The source book contains information on communication modes, social health issues, self-discovery of personal health habits, and clarification of career values. It also contains activities designed to stimulate the evaluation of careers inside and outside of the classroom.

* **resources needed** — Special instructional materials

* **source** — For information contact

Clarence Beyer
Curriculum Vice-Principal
Roosevelt High School
6941 North Central Street
Portland, OR 97203

PROMISING PRACTICE

Strategies for eliminating sex-role stereotyping and increasing nontraditional enrollment in vocational secondary programs

*** topic**

Staff development

*** users**

Teachers, administrators (secondary)

*** purpose**

To develop in-school and in-district resources for working toward sex-equity in vocational education

*** products**

Handbook - Balancing Vocational Opportunities: How We Did It Summary. The handbook describes how to organize and implement a plan designed to enable a school or school district to promote sex-equity in vocational programs at the secondary level. It is a how-to-do-it reference for schools working toward more balanced enrollment in vocational education courses. The handbook contains resources, planning recommendations, assessment instruments, and guidelines for cadre training of inservice activities. It has been field tested in Portland Public Schools.

*** resources needed**

Project coordination (full or part-time), or outside consultant, released time for teachers, state and federal sex-equity resources, project developed resources (trained staff, media guide, audio visual aids, etc.)

*** source**

For information contact

Rosalind Hamar
Northwest Regional
Educational Laboratory
300 S. W. 6th
Portland, OR 97204

Handbook available from

Resource Center
Oregon Department
of Education
700 Pringle Parkway
Salem, OR 97310

PROMISING PRACTICE

Employer follow-up studies for secondary vocational education programs

*** topic**

Program evaluation, follow-up studies

*** users**

Vocational administrators (secondary), regional vocational coordinators

*** purpose**

Collect and analyze information f om employers of completers and early leavers of secondary vocational education programs

*** products**

Procedural handbook - Suggested Guidelines: Employer Follow-up of Vocational Program Graduates and Early Leavers. The manual contains procedures and instruments for conducting an employer follow-up study. Guidelines and forms are provided for compiling and documenting the data that are collected. Procedures and instruments for acquiring information, including employer identity, are included. The procedures and forms were field tested with former students (255) from four Clatsop County high schools and their employers (94).

*** resources needed**

Survey administrator, secretary, printing, postage, and related supplies

*** source**

For information contact

Charles Dymond
Clatsop ESD
3194 Marine Drive
Astoria, OR 97103

Handbook available from

Resource Center
Oregon Department
of Education
700 Pringle Parkway
Salem, OR 97310

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SECTION S
CAREER SPECIALIZATION

PROMISING PRACTICE Skills training for disadvantaged students

*** topic**

Interdisciplinary/special needs

*** users**

Teachers, academically disadvantaged vocational students (community college)

*** purpose**

Provide interdisciplinary basic skills training for disadvantaged students

*** products**

Adopter's guide - Industrial Orientation Dissemination Packet. This packet of information describes how to develop and implement the program.

Textbook - Industrial Orientation. The textbook addresses 8 vocationally related areas: mechanics, drafting, blueprint reading, electronics, machine shop, woodshop, construction, and welding. It also includes a study of industrial environments.

The program integrates mathematical, writing, social, and vocational skills. Both the guide and textbook are available at nominal cost. (The original industrial orientation class consisted of five credits. However, since termination of project, five additional credits have been added.)

*** resources needed**

Special instructional materials, staff released time for adapting materials and planning

*** source**

For information contact

Leslie Rasor and/or
Martha Kitzrow
Lane Community College
4000 E. 30th Avenue
Eugene, OR 97405

Handbook available from

Special Training Program
Lane Community College
4000 E. 30th Avenue
Eugene, OR 97405

PROMISING PRACTICE Community college orientation package

*** topic** Career guidance

*** users** Students, teachers (community college)

*** purpose** To familiarize students with the community college curriculum, facilities, and career options

*** products** Implementation package - A conceptual model of comprehensive exploration/reality testing (CERT) complete with narrative is available for use by potential adopters. An operational manual delineates policies, procedures, curriculum requirements, and evaluation considerations. The adopter's guide contains suggestions for implementation.

Twenty-four individualized career awareness/exploration modules are intended for student use. They include five instructional, six service, eight exploratory, and five essential skills modules. Modules consist of written documents, slides/tapes, and "hands-on" laboratory activities.

*** resources needed** Specially equipped learning laboratory

*** source**

For information contact	Materials available from
Dr. Marvin E. Seeman, Director Industrial and Apprenticeship Division Linn-Benton Community College Albany, OR 97321	Resource Center Oregon Department of Education 700 Pringle Parkway Salem, OR 97310

PROMISING PRACTICE

Support services for the handicapped vocational student

*** topic**

Staff development/handicapped

*** users**

Teachers, handicapped students (community college)

*** purpose**

To improve supportive instruction for handicapped students

*** products**

Materials for four one-hour staff development sessions: overview, general services, deaf/hearing impaired, physically impaired, and learning disabled.

Guidebook - A Guidebook for Handicapped Living in the Portland Area

Audio tapes of textbooks (for the blind)

The Handicapped Student Services staff is in the process of producing video tpaes using sign language in several vocational areas. These tapes will be directly related to a vocational program and will be used to instruct both the hearing impaired student enrolled in the program and the support interpreter. These video tapes are being done for Medical Records Technology, Dental Technology, and Electronic Technology.

*** resources needed**

Handicapped services staff

*** source**

For information contact

Sherry Andrues, Department Supervisor
Handicapped Student Services
Portland Community College
12000 S. W. 49th Avenue
Portland, OR 97219

PROMISING PRACTICE Study center for disadvantaged students

*** topic** Special education

*** users** Teachers, academically disadvantaged students (community college)

*** purpose** Provide academically disadvantaged students with special assistance through a study center and tutors

*** products** There are materials available for identification of academically disadvantaged students. They include diagnostic, prescriptive, and student record keeping materials. Supportive materials address English, spelling, vocabulary, mathematics, and study skills. Additional materials describe how to write resumes and papers.

*** resources needed** Study center, tutors, special materials

*** source** For information contact

Pat Amsberry, Director
Study Skill Center
Blue Mountain Community College
2411 N. W. Carden Avenue
Pendleton, OR 97801

PROMISING PRACTICE Using audio-visual materials to build career awareness

* **topic** — Career guidance

* **users** — Teachers, counselors, students (community college)

* **purpose** — To increase knowledge of career options through use of audio-visual materials

* **products** — Video recordings, audio tapes, and slides provide an awareness of career options and facilitate exploration of interest areas. A video tape on career planning provides individuals with an orientation to the world of work. Subsequent tapes and slides deal with the auto mechanic, auto body, mechanics cluster, and dental hygiene.

* **resources needed** — Audio-video playback equipment, special instructional materials

* **source**

For information contact	Materials available from
Tim Blood Counselor Lane Community College Eugene, OR 97405	Resource Center Oregon Department of Education 700 Pringle Parkway Salem, OR 97310

PROMISING PRACTICE A system for reviewing vocational programs in post-secondary/secondary schools

* **topic** — Program evaluation, review

* **users** — Administrators, teachers (secondary and community colleges)

* **purpose** — To collect information in order to determine whether or not to continue, modify, or terminate vocational programs

* **products** — Three documents: (1) A Technical Review that describes a methodology for systematically reviewing programs. (2) A handbook of displays which delineates the information necessary for making decisions on program continuation or modification. (3) A procedural manual which describes the procedures for collecting information and documenting it in the handbook.

* **resources needed** — Review coordinator

* **source**

For information contact

Dr. Gary Sorensen, Director
Manpower Studies Institute
Oregon State University
Corvallis, Oregon 97331

Materials available from

Resource Center
Oregon Department
of Education
700 Pringle Parkway
Salem, OR 97310

PROMISING PRACTICE

Downtown business education center for the disadvantaged and handicapped

*** topic**

Special education

*** users**

Teachers and disadvantaged/handicapped students (community college, high school)

*** purpose**

To provide disadvantaged/handicapped students with business education opportunities through a satellite center

*** products**

Special instructional materials were developed for individuals who have experienced prior learning difficulties.

Those materials include special word processing instructional materials, video and audio instructional tapes, and special video tapes with signing for the deaf.

*** resources needed**

Storefront location, special instructional staff, audio-visual materials

*** source**

For information contact

Betty James, Director
Downtown Business Education Center
Lane Community College
1066 Willamette Street
Eugene, OR 7405

Jack Krietz
Business Education Chairman
Lane Community College
4000 E. 30th Avenue
Eugene, OR 97405

PROMISING PRACTICE

Guided studies for disadvantaged and handicapped students

* **topic** — Special education

* **users** — Teachers, disadvantaged/handicapped students (community college)

* **purpose** — To reduce student failure in vocational programs by providing timely supportive instruction to overcome learning barriers

* **products** — Guided studies testing procedures and criteria are documented to help in the early diagnosis of academic deficiencies. Course outlines for the guided study program are available. A special course, Psy 142 (Career Development and College Success), is well documented. Other outlines for "Carrot" courses are available. These courses are vocational ones that teach job skills that do not require high level academic skills.

* **resources needed** — Counselors, support personnel, special materials

* **source** — For information contact

Dr. Kent Heaton, Staff Development Officer
Dr. Bernie Nolan, Counseling and Testing Director
Dr. Judy Peabody, Tutoring Center Director
Clackamas Community College
19600 S. Molalla Avenue
Oregon City, OR 97045

PROMISING PRACTICE Comprehensive support services for handicapped students

* **topic** — Special education

* **users** — Disadvantaged/handicapped students (post-secondary)

* **purpose** — To provide special instructional assistance to handicapped students who would otherwise be unable to benefit from regular vocational programs and training

* **products** — Specific job training program materials were developed. They are based on thorough task analyses of skills required on the job. Instructional materials break jobs into small learning steps. Materials include:

  - Basic skill programs
  - Assessment tools
  - Living skill (pre-vocational) programs
  - Aide training packets
  - Special forms (e.g. individual vocational plan, IVP)
  - Entrance/exit requirements
  - Work adjustment skills checklist

* **resources needed** — Special staff, aides, support personnel, sheltered workshops, and specialized instructional materials

* **source** — For information contact

Mel Gilson, Director of Special Programs
Paul Grigsby, Learning Skills Faculty
Carolyn Miller, Job Skills Faculty
Linn-Benton Community College
Albany, Oregon 97321

PROMISING PRACTICE A community college experience based career education program (EBCE)

* **topic**

Occupational orientation (EBCE)

* **users**

Teachers, students (community college)

* **purpose**

To provide students with job search skills and job site prevocational opportunities

* **products**

Employer Instructor Guide - The program makes use of employers who serve as on-the-job instructors. This guide describes the intent of the program, common conerns, and the role of the employer instructor.

Supplemental materials include a promotional brochure, student record sheets and program management forms. The guide and materials have been classroom and field tested.

* **resources needed**

EBCE learning manager, special materials

* **source**

For information contact	Materials available from
Marion Cope Project EXPLORE Linn-Benton Community College Albany, Oregon 97321	Resource Center Oregon Department of Education 700 Pringle Parkway Salem, Oregon 97310

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Glossary

For the purpose of this handbook, the following terms will be defined as:

ARTICULATION:	Effort to design education programs so each complements the other. Therefore, students are able to pursue goals with a minimum of wasted time and effort.
BASIC SKILLS:	The ability to listen, speak, read, write, and to compute mathematically.
CAREER AWARENESS:	Career awareness in grades kindergarten through six promotes learning about careers and the changing world of work. Students are encouraged to recognize the relationship of careers to the life roles of family, citizen, and avocational interests. Through career awareness, students will: (a) gain knowledge of many occupational careers available, (b) develop awareness of self in relation to occupational areas, (c) develop wholesome attitudes toward work and society, (d) learn to respect and appreciate workers in all fields, (e) make some tentative choices of career clusters to explore during the middle school years.
CAREER CLUSTER:	A "cluster" is a group of occupations that require special skills and knowledge.
CAREER DEVELOPMENT:	An area in which each student must acquire certain competencies to survive and advance in any career. Career development includes learning: (a) good work habits, (b) positive attitudes toward work, (c) ability to maintain good interpersonal relationships, (d) ability to make appropriate career decisions, (e) entry level skills for chosen career fields.
CAREER EDUCATION:	Career education is an integral part of the total education program. It embraces the idea that each person functions in several roles in his or her lifetime. Career education focuses on the economic, or producer role, providing awareness, exploration, preparation, and specialization in this and other life roles.
CAREER EXPLORATION:	Career exploration in junior high school (grades seven through ten) encourages students to explore the world of work and to experience activities related to specific careers. Through career exploration, students will: (a) determine interests, abilities, and aptitudes, (b) explore and try some of the key occupational area, (c) become familiar with occupational career "clusters" or "families" of occupations, (d) develop an awareness of the processes involved in decision-making, (e) make meaningful decisions, and (f) make a tentative career choice and a plan for further study.
CAREER PREPARATION:	Career preparation is for students who have reached the eleventh and twelfth grades. It focuses their efforts on a career cluster area. Students identify an occupational cluster which appears promising for them and begin to prepare for their chosen career area. Through career preparation, students will: (a) apply high school experience to solve daily problems, (b) develop leadership skills through participation in a vocational youth organization, (c) develop acceptable job attitudes, (d) participate in a work experience program, (e) develop skills and knowledge for either entry-level employment or advanced occupational training.
CAREER SPECIALIZATION:	Career specialization enables students in community colleges to build on a high school cluster, to acquire the specialized skills required for a specific job, or to assume a job immediately. Apprenticeships, four-year colleges, and private schools are alternatives. These programs are directly related to the high school cluster programs. Through career specialization, students will: (a) form suitable employer-employee relationships, (b) learn skills for retraining or upgrading (c) develop specific occupational knowledge and preparation for a specialized job area.
COMMUNITY RESOURCES:	People, agencies, and institutions found within the immediate environment.

COOPERATIVE WORK EXPERIENCE: Work experience activities for students in identified secondary vocational programs, related to the students' career interests and inschool vocational studies.

CRUISE: A series of courses designed to facilitate student exploration of various occupational areas.

DISADVANTAGED: The term "disadvantaged" means persons (other than handicapped persons) who have academic or economic handicaps and who require special services and assistance in order to enable them to succeed in vocational education programs.

EBCE: Experience based career education.

ESD: Education Service District.

GUIDANCE: A comprehensive and developmental education program responsible for assisting all individuals in developing positive self-concepts; effective human relationships; decision-making competencies; understanding of current and potential life roles, settings, and events; and placement competencies to aid them in the transition from one setting to another.

HANDICAPPED: The term "handicapped" means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special educational assistance or who require a modified vocational education program.

IEP: Individualized educational plan.

INTERDISCIPLINARY: Instruction that draws upon the principals and findings of two or more instructional programs or disciplines. Interprogram studies are implemented by units of study or teaching emphasis within established instructional programs, and focus upon some contemporary area of concern (e.g., the environment, intergroup human relations, or consumer problems).

ODE: Oregon Department of Education.

PROMISING PRACTICE: A promising practice is a process and/or materials that address a significant educational need. It is effective as proven by primary or secondary evidence and can be adopted by many agencies because it can be communicated through: (a) documentation, (b) knowledgeable contact person(s), and/or (c) can be observed in operation.

STAFF DEVELOPMENT: Activities that allow staff to maintain pace with changes in society.

VOCATIONAL EDUCATION: Vocational education is education in which the primary aim is to prepare individuals for gainful employment in initial, entry-level job, more advanced jobs, or for other post-secondary alternatives, including apprenticeship or on-the-job training or additional education in an occupational area.

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